THE JOURNAL OF EDUCATION

Volume 134 OCTOBER, 1951 Number 7

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Main Editorial Office
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Business Office and Branch Editorial Office
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CONTENTS

EDITORIALS 184
TEACHER WITH A CAMERA ..... *R. Murray Thomas* 186
ANIMATED PUNCTUATION ..... *Louise Griffith* 188
GRANDMA AND GRANDPA GO TO SCHOOL ..... *Bess B. Lane* 189
HERE COMES THE SUBSTITUTE ..... *Mary Zook* 192
WE USE A PLAY SCHOOL UNIT ..... *Helen H. Pendleton* 193
THE TEACHER AND HIS MONEY ..... *Sidney S. Ross* 194
ASSEMBLY IN THE ROUND ..... *Anna Brochick, Robert Thomas* 196
COUNSELING BY THE COACH ..... *Arch Steel* 197
HELP FOR THE DAYDREAMING READER ..... *Delwyn G. Schubert* 198
PLAYGROUNDS FOR TOM SAWYERS ..... *Kyle McDowell* 200
MY TEACHING IS EASIER BECAUSE ..... *Lorine D. Hyer* 201
SCHOOL SOLUTIONS ..... *Charles Ferrell* 202
WHAT'S YOUR INCLINATION? ..... *A. S. Flaumenhaft* 202
IT'S A GOOD IDEA 202
SPEAKING OF WORKSHOPS 202
TIME OUT FOR HUNTING! ..... *Frances Hazen* 203
THE CITIZENS' CORNER ..... *Margery W. Steer* 204
THE NEWS DIGEST 205
HERE AND THERE IN THE NEWS 208
YOUR TEXTBOOK REPORTER 209

As we go to press . . .

Our esteemed editor, Mr. Anson W. Belding, is recovering from a serious eye operation which he underwent on September 6. We suggest that an avalanche of greetings from well-wishers, sent to The Journal's main editorial office at Watertown Mass., would be sincerely welcomed.

Allison S. Hamlin, our trusty assistant editor, has left us to join the public relations staff of Wellesley College. Hard-working and quick-thinking, she has served The Journal well since 1944.

Her successor is Franklyn R. Brooks, a Syracuse School of Journalism graduate and former Westchester County, New York, newspaperman. Mr. Brooks also will assist us on the business side as the Binghamton office is reorganized into a branch editorial office as well.

Taking much of the burden off Mr. Belding's shoulders while he recovers from his operation, the new branch editorial office will handle much of the book reviewing, editing of manuscripts, and makeup and production of The Journal. We would greatly appreciate all suggestions for improvement of the magazine.

A new Letters to the Editor department will be started in our November issue. Among the good things scheduled for that number are "How to Hunt a Witch," a provocative article by Robert Tyson; "Teaching—a 'Sissy' Career?" by Ira L. Ferguson; "Are We Training Parrots?" by Eva L. Moore; articles and features on parent-teacher conferences, physical education for the grades, helping the slow reader, and the shop teacher's role in guidance.

We want to keep improving The Journal from month to month, with more practical material, more controversial material, more human interest features. Don't hesitate to tell others about The Journal as a forum for the interchange of education ideas and anecdotes. If you like The Journal's offerings, please don't keep that a secret from non-subscribers either!

—M. C.

UNCIVIL RESISTANCE

The other day we read about a one-room school that was marked for abandonment by the modern process of consolidation. A farmer whose name was not Crum, so we will call him that, wanted to save the school of his boyhood. So he joined some of his neighbors in an organization whose avowed aim was to study consolidation.

A newspaper photo of Mr. Crum shows him beside his tractor, suggesting that he is somewhat progressive as a farmer. But the look in his eye and the set of his jowl are not those of a man with an open mind as to education. In fact the chap who reported the story had a strong impression that Mr. Crum and his association were out to prevent consolidation rather than to conduct research. It seemed that Mr. Crum or his wife had been a trustee of that particular district for the past thirty years. That the roof leaked like a sieve and there was no other provision for water to drink or wash with, was purely incidental. The thing that brought Mr. Crum into the limelight was his swiping of a petition that was going around and already signed by several persons in the district. The petition said the signatories wanted the children of the district to be consolidated, or words to that effect. Mr. Crum seized the petition and vowed he would not give it up to the villain from the state capital who had started the whole business—never!—unless or until he came in person and demanded it.

We mention Mr. Crum merely as a symbol of the resistance that consolidation has encountered and still encounters as it seeks to sweep the countryside clear of one-room schools. It is a nationwide movement and at the same time a local issue. Whether all the Mr. Crums resort to undemocratic methods as did the one here mentioned is doubtful. But it is hard for education in any village to be free from Crums.

SHADES OF HORACE MANN!

Massachusetts may not be the only state that has been haphazard and neglectful in the handling of its publicly supported teachers' colleges. But a legislative commission of this commonwealth, the very cradle of the nation's normal schools, recently issued a report that gave the citizens quite a shock. Even if the conditions are not so dark as the committee painted them, they are bad enough in some of the eight institutions to cause alarm and to warrant a demand for change. Some of the buildings are old and inadequate. Many of the classes are too large. There are not enough teachers and what there are do not receive salaries commensurate with the importance of their work.

Two of the colleges have been ruled out by the national accrediting agency as b e l o w standard, and the other six are said to fear similar ousting for one reason or another—poor laboratory facilities, ill-equipped libraries, too heavy teaching loads, or what not.

The most significant disclosure in the report was the wide disparity among the institutions. Some had been more successful than others in securing money from the legislature. Obviously there should be no favoritism, no political wire-pulling in the allocation of funds for such institutions. Each exists to serve a particular section of the state. Support should be distributed without discrimination. Schools farthest from the metropolitan area ought not to be overlooked, as seemed to be the case with those in Westfield and North Adams.

Any state where such things are happening may well take note and start to put its educational house in order.

TOWARD THE OPEN MIND

Can children be taught to think freely—to have open minds? It isn't easy, you know. Few of us adults have yet learned to lay aside prejudices in our search for truth or in determining a course of action.

Nevertheless the public schools of Philadelphia, stimulated by a gift and an exhortation from a citizen, Samuel Felts, have been working on the problem for the past five years. A preliminary report issued in 1948 explained how the work was organized by committees within a group of fifty interested teachers, a group since expanded to two hundred.

A larger and later report, bearing the title "Toward the Open Mind," shows the project

under way. Teaching the open mind is not assigned to teachers of certain subject fields. It is a job for every teacher who will perceive its importance and make it part of each day's task.

How do we form our opinions? The Philadelphia folk cite six ways:

1. We follow tradition.
2. We take it on authority.
3. We have a hunch.
4. We adopt what seems reasonable.
5. We favor what seems to work.
6. We study the question scientifically, critically.

Too bad we cannot give you here some of the fine examples reported from the experience of teachers. "Toward the Open Mind" is a signpost anyone might like to encounter.

THE COLD WAR ON ENGLISH

In the present state of mankind, all talk of a single language for worldwide adoption is wholly academic. Still the subject holds possibilities for Soviet propaganda, as what does not?

Thus, a book entitled *The World's Chief Languages* by Columbia Professor Mario Pei, last printed in 1946, has recently been assailed by a Soviet philologist in a Rumanian weekly. The author of the attack is one V. N. Yartseza, whose essay was translated from Russian into Rumanian. This member of the Soviet Academy of Sciences represents Professor Pei as advocating the adoption of English as the world language. The Columbia authority regards this as a misunderstanding of his position, declaring that his only expressed leaning was toward Esperanto, not English. However, he did write in English, and whatever he did not say could be twisted into a hankering, which in turn could become an Anglo-American conspiracy for world rule.

The Russian went so far as to suggest that Indo-European languages are not in the least superior as a source of a common means of communication, merely forgetting that Russian and other Slavic tongues are as Indo-European as any other. Indeed he likens the advocacy of an Indo-European global language to Hitler's doctrine of an Aryan race fitted to rule all non-Aryans.

It would be amusing were it not another symptom of the hate malady that Soviet leaders are endeavoring to spread by every distortion they can devise. If truth stands in the way, that's nothing.

THE REEFER SCOURGE

Investigations in New York and other large cities have revealed the alarming extent of the traffic in marijuana among teen-agers. Superintendent Jansen of the New York schools admitted that at least 1,500 of his students were victims of the habit and that there might be as many as 5,000 young New Yorkers in the same situation, mostly outside the schools.

Nothing, not even hanging, is severe enough for the punishment of the scoundrels who not only sell this most harmful narcotic in cigarette form, to habitués, but deliberately and insidiously attempt to entice new users by offering their wares at a special price to novices and then charging four times as much to those they deem addicted.

This scourge must be eliminated. It cannot be done by education alone, though that is necessary and will help.

WHAT PRICE STARDOM?

Every calling has its top positions, with monetary rewards for those who scale the heights. In public education it's the superintendency.

But persons in the lower ranks need not feel envious of the superintendent. His salary is seldom equal to that paid chief executives in other lines of endeavor. And in many instances he is continually harassed and frustrated. Often as not, he is held responsible for results he cannot produce because his authority is too limited. He may be the school board's rubber stamp and the community's football. He lacks the job security accorded to the lowliest teacher. Board members with friends they wish to promote can easily convince themselves that the present superintendent is too progressive, too unprogressive, or too something else, and vote him out. We remember a case of this sort, where the incumbent was voted out and a member of the board voted in to succeed him, all in the same evening.

No matter how professionally competent a superintendent is, he must bow to the wishes of the laymen who represent the citizens. That is as it must be. Some legislative group must interpret the will of the people. Our military must be kept under civilian control.

The superintendent deserves not your envy, but your prayers.

TEACHER WITH A CAMERA

R. Murray Thomas
State Teachers College,
Brockport, New York

Mr. Thomas, who suggests possible contributions of amateur photography to class room teaching, writes that the procedures he describes are ones he has used or seen used. He has served in Honolulu High School and taught an audio-visual class at Stanford University before joining the department of education and psychology at Brockport State Teachers College.

In each case, it was just a teacher with a camera. There was nothing "fancy" about the photography. Any elementary booklet from a camera shop tells all that is needed for such success. Yet the beneficial results of each project were great in relation to the effort expended by the teacher.

MRS. BOYD HAS each senior create a project for English literature—dolls dressed in the costumes of different eras, colored drawings of the flowers Ophelia mentions, a model of the Globe theatre, a knight in armor cut from tin cans.

She tried to keep the best projects to show to next year's class, for later students are stimulated by the work of previous classes. However, the problem of storage space was a serious one, and many students preferred to keep their work rather than leave it at school.

Mrs. Boyd now takes the projects outside on a sunny day and takes a colored photograph of each one with her 35-millimeter camera. The colored slides which the photography shops return to her cost no more than if she had taken a fair-sized black-and-white snapshot. She stores the many tiny slides in a note paper box in her desk. Now each student can take his own project home.

When a new class enters, Mrs. Boyd projects the colored images on the wall so that everyone can see what past classes have done.

THE FOUR SIXTH GRADERS called their booklet "From the Field to the Table." It was a scrapbook about milk production and delivery, written by the pupils and illustrated with black-and-white snapshots they had taken.

While studying community industries, Miss Kurtlin's sixth graders had taken a field trip to a dairy. Before the trip, members of each committee of four students decided how they would report the trip upon their return. One group planned to paint a mural; another wanted to make a model farm; a third decided to take snapshots to tell the story of milk production.

Miss Kurtlin helped two boys learn to take clear snapshots with cameras they brought from home. The boys took pictures on the trip of cows in the fields, of milking, of pasteurizing, of the milkman at work. At school they set a small table in the yard so as to complete the series picturing the use of milk in the home.

MR. STORNE TEACHES high-school dramatics. To aid his students in understanding set and stage designing, he photographs key steps in building the sets for

school plays. They are made into scrapbooks. A colored photograph, printed by the photography shop from an inexpensive colored slide, shows the completed set with the actors on stage.

Each year students have the former semesters' scrapbooks to study. From time to time during the year, photographs are taken from a scrapbook and arranged in the set-building sequence on a bulletin board.

SOME SUMMERS MISS MOFFAT travels. Other summers she goes away to school. But every summer she takes pictures, usually colored slides, which she uses with her first grade during the school year. She has many pictures of flowers and animals. When they are shown, the children discuss the pictures, ask questions, and take turns making up stories about them.

"INTRODUCTION TO OCCUPATIONS" is one unit in Mr. Settle's ninth-grade social studies course. Last year he was dissatisfied with the unit. It began in a manner that seemed dull to both teacher and students. Although pamphlets describing various vocations were valuable as the main source material for the unit, the pamphlets always described a vocation in such general terms that they did not adequately answer questions about "jobs in our town." To survey local vocations, each student studied a local occupation and reported on it. Two field trips were also included. Still the unit did not begin with the enthusiasm the teacher thought it deserved.

This year Mr. Settle spent part of one Saturday taking pictures with a borrowed 35-millimeter camera. He took colored slides of such people as a machinist at a lathe, a pharmacist, a carpenter, a fire insurance adjuster, an iron worker, and a seamstress. He photographed sixteen vocations in all.

He taught the unit with new results this time. The first day he opened with a class guessing game, which consisted of his projecting the colored slides and the class's guessing what the vocation was and what training or qualifications a person needed to enter it. The students were intrigued.

Gradually Mr. Settle is adding more vocations. The school paid the cost of the first series (less than five dollars.) The colored slides are a permanent, professional-looking visual aid that applies to this community.

EACH YEAR MR. JENSEN takes various high school science classes on field trips to such places as a canning factory, a bird refuge, an electrical appliance plant, and a lake and swamp area. He found that it was difficult to prepare the students properly for the experiences merely by talking about what they were to see. So, last year he took a series of photographs while on each trip. In addition to black-and-white prints, Mr. Jensen had the photography shop also print a *positive strip film* from the negatives on his film; that is, he told the photo-shop technician in what order he would like to have the pictures arranged on a film, and the technician made a strip film for Mr. Jensen to project in class.

This year Mr. Jensen shows the series for each trip just before the trip is taken. Mr. Jensen's problem of directing the students during the field trip is considerably simplified.

MR. BARTLETT TEACHES an evening class for adults in leathercraft and ceramics. The

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class necessitates much individual instruction because students are often working on different processes. Mr. Bartlett usually has several students waiting for his help. Thus he has enabled students to instruct themselves by taking photographs of various steps in leathercraft and ceramic processes. The photographs with accompanying typed explanations have been stuck in scrapbooks so students can often look up the next step to take in the process when they forget or do not understand.

ELMRIDGE SCHOOL needed more room. To finance the expansion bonds would have to be issued. Yet the last time the voters had been asked to approve a bond issue, they had turned it down. The school board and superintendent were sure that the voters would approve the bond issue if they really understood what the school was doing and what it wished to do. The fact that the weekly paper was slightly antagonistic to the request for bonds did not help the school board's cause.

The dean of boys, Mr. Havens, and an art teacher, Miss Clancy, requested twenty-five dollars to make a series of colored slides telling the Elmridge School story. They wrote a story . . . a scenario . . . which stressed the good results the school was now achieving, but they also indicated that additional facilities would even improve the school's effectiveness. With color film they took fifty-seven pictures of school activities to illustrate the story.

The slide-film story was shown to service organizations, PTA's, luncheon groups and those who attended the school's open house. The bond issue passed.

ANIMATED PUNCTUATION

Now class, we'll see how well we know
The signs we learned today.
We'll have a little Pretend Game.
Get ready, now to play.

"I am a little black dot,
I'm here a pause to show;
I have a tail that curls around—"
Hands up, how many know?

Day-dreaming Walter's hand shot up,
(Amazement in the house)
When, sure and strong, his voice proclaimed,
"That's easy; it's a mouse!"

LOUISE GRIFFITH

School Funds Low? Classrooms Bulging?
Teachers in Short Supply? The Situation Can Be Saved If . . .

GRANDMA AND GRANDPA GO TO SCHOOL

Bess B. Lane

In the town of Primus, children were plentiful. But teachers and adequate space for teaching were scarce. The School Board, up-and-coming as it was, couldn't see any practical way of cutting down on the number of children. Something had to be done to relieve the situation. Some way of getting more elementary teachers and more classroom space had to be found.

The school board and a number of representative parents and teachers met to talk the problem over. They considered the possibility of offering extra-large salaries to lure teachers from other communities. That plan was given up for both ethical and financial reasons. To get more space, they weighed the possibility of building an annex to the school. But that plan also was abandoned. Even if enough money could be raised to build the annex, classrooms without teachers were useless.

The Search Starts

The meeting considered three sources from which additional personnel might be drawn—high school pupils, college students and parents. It was decided that high school boys and girls were too "busy" and too immature to be of help to teachers. "Their nuisance value would be greater than their work value," one teacher said.

There were two colleges within a reasonable distance. One, it was learned, had no elementary education department. The other was twenty miles away and transportation facilities between the two towns were poor. Students there preferred to do their practice teaching nearer home. And naturally their supervisors upheld the preference.

"Why not use parents? There are plenty of them."

But the committee appointed to look into that possibility didn't find it too promising. Many of the mothers had young children and couldn't assist in the school without taking a baby or two along. That didn't seem too feasible. Others had large families and were burdened with their own work. A number of mothers and practically all the fathers had full-time jobs. Naturally many mothers were already giving their free time to the League of Women Voters, City Hospital, the Home for Crippled Children or other social or welfare services. "It never occurred to us that the school could use us," they said.

"But isn't there any group with time, energy and talents to contribute?"

"Only grandparents."

"Well, why not grandparents?" That seemed to make sense. Why not? A committee was formed to look into the possibility of using grandparents as volunteer assistants in the school.

"But even if grandparents do consent to help, that won't solve the space problem. It will add to it."

"It may turn out—but don't mention it now—that in some of those large old Colonial houses where the older people live there is space we could use." (This was the case, but we'll come to that later.)

Skeptical Group

A number of grandparents were interviewed. Several expressed willingness to try. In general, however, the group was skeptical about the success of the experiment. "I never taught a minute in my life," someone said.

"It seems to me you must be wrong there. You couldn't have brought up three children and spent all the time you have with seven grandchildren without doing a lot of teaching."

"I never went to college. I just had a business course."

"Well, all right. We have several children in the sixth grade just dying to learn to type."

"I haven't the slightest idea what's included in today's curriculum."

"Even the teachers don't always know what will be in the

curriculum tomorrow when it changes so frequently to meet the children's needs and interests. You'd have a chance to help make the curriculum."

It was decided to try the experiment on a rather small scale, to limit it to those grades where the teachers were interested (ten in all), and to limit the number of assistants to fifteen. Fourteen assistants, ten grandmothers, one great aunt, and three grandfathers, were recruited.

Preparation

To give the members of the group background (and courage), tours of the school were planned. A mother, formerly a high school teacher and at present a substitute in the elementary school, took charge. The first tour included the library, science room, lunch room, furnace room, laboratories, store rooms, indoor play rooms and outdoor play space, as well as the offices of the principal, secretaries, visiting nurse and janitor.

Briefing for Action

Before the second tour the following week, the principal and one of the teachers gave informal talks about school routines and school policies and practices. Time was allowed for questions and discussion. Then, breaking up into groups of three or four, the grandparents paid brief visits to various classrooms. Later in the same week, several of the group visited a good private school, met with the principal and discussed with her what they had seen.

At this point, the third week after the introduction of the plan, each assistant, with the guidance of the teachers, chose the grade in which she would serve, preferably not her own grandchild's group. She also chose the hour or hours she would like to give to the school.

It was suggested that each assistant visit the chosen group for a week, during the hours she planned to serve and at other times when possible. This would get the children accustomed to seeing someone else around before that someone else started to work, and it would familiarize the assistant with the teacher's methods and with the names, habits and interests of the children. To guide the observation, each assistant was given a list of "things to look for."

Other plans were made to further good work and good will. A time, daily or otherwise, was to be set aside by each teacher during which her assistant could get instructions, advice or guidance. Every other Thursday, the entire group of assistants, with one or more of the teachers, were to meet in the library for tea to discuss successes and problems.

Work Done

The work got under way smoothly. A number of the group did only routine work, like keeping attendance records, correcting arithmetic and spelling workbooks, typing children's compositions or the teacher's monthly reports. Others guided the children who had such special jobs as keeping the blackboards clean, the bulletin boards up-to-date and orderly, the book and supply shelves neat.

On the other hand some of the assistants tackled less cut-and-dried assignments. They accompanied the children on trips, conducted classes in oral reading, accompanied the children to the lunch room. Others gave the teachers a breathing spell by keeping an eye on the playground during the lunch hour and stepping into the fray (or reporting it) when Kate monopolized the swing and Pete pulled Sally's hair.

Much talent was discovered among the assistants that proved helpful in after-school clubs. In the course of a year, grandparents either had charge of or helped with a poetry club, a stamp club, a writers' club, a typing club, a science club, and a gardening club. Some of these clubs met in the school and some in the various homes. One grandfather helped a group to develop a window garden in the classroom, and in the spring interested a number of children in gardening and helped them start gardens.

Once a week each of two grandmothers who lived near the school took a few children to her home for cooking lessons. Waffles, rolls and cookies were made and eaten with great gusto. Later whole meals were cooked by the children and served to parents or other guests—a social experience valuable beyond words to many children.

Two other assistants taught sewing and knitting, sometimes in the school and sometimes in their homes. One grandfather who had once been a boatmaker and now had a wonderful shop in his basement frequently took a few children to his home to see his exhibit of boats and talk about boats and boat making. Two of the boys who lived nearby inveigled this grandparent into letting them come to his shop on Saturdays to work with him on boat models.

In this experiment in Primus, there were, of course, both ad-

vantages and disadvantages. As far as could be determined, the disadvantages for the children were negligible. But in other quarters, there were a few hitches and some hurts. One of the teachers said plaintively, "I can teach forty children or one grandmother, but don't ask me to do both at the same time." Another remarked, "No one over fifty should have to take the beating that a group of ten-year-olds give adults. I'd rather not be a party to such cruelty."

A grandfather complained that the classroom was kept too cold. "It makes my rheumatism worse." He left.

A grandmother said, "Those children are allowed to do exactly as they please and I can't take it." She left.

Another grandmother was offered a paying job. She left.

But eleven, 80 percent, stayed on until the end of the year.

Of Great Value

When the accounts were balanced, the advantages seemed far to outweigh the disadvantages. Most of the teachers felt that to have another adult to help for part of the day, "another head and another pair of hands," was of great value to them and the children. Some of the teachers said that since they knew they were going to have to explain and interpret their procedures to wise, experienced, able people, they prepared their work more thoughtfully and kept their values in mind more consistently. Some felt that the questions asked and the comments made at the bi-weekly meetings of the assistants "kept us on our toes."

The grandparents felt that they had gained in many ways. "It made me get up in the morning—something to get up for." "It gave me a chance to learn what they mean and how wrong they are when they call a modern school a 'play-as-you-enter school'." "It gave me an incentive to polish up my music." "It made me see how selfish I am to keep my extra rooms locked up instead of letting the school use them." "It gave me the feeling that after all I may not be wholly useless."

Bess B. Lane, nationally known lecturer, author and consultant on parent education, has taught every age level and not only children, but parents, teachers and administrators too.

Among the many schools, colleges, associations and committees with which she has served as staff member, principal, director, lectured, or cooperated in an advisory capacity are Tower Hill School, Wilmington; Friends Select School, Philadelphia; Ethical Culture School, New York City; University of Rochester; Alabama College for Women; Child Study Association; Public Education Association; United Parents Association and the New York State Regents Advisory Committee on Parent Education.

The fact that Primus is a fictitious town does not mean the Primus experiment is fiction. "To contribute to readability," Mrs. Lane writes, "work done in a number of schools in a number of communities has been credited wholly to one school."

The children were not aware of all the advantages to them, but mentioned some. "We learned a lot about gardening (or modeling, or sewing, or cooking.)" "We weren't so crowded when some of the kids were out." "We could have our spelling papers corrected *every* day." "I don't have a grandfather and I was glad to have one."

The children, we think, gained in other less obvious things. They must have gained an understanding of the ways of older people, and a respect for their knowledge and experience. They must have felt in these grandparents a relaxedness, a peacefulness, a quiet, mature wisdom that their parents and even their teachers hadn't yet achieved. Such an experience is good for today's hurried, harried children.

Looking Ahead

Since on the whole the experiment was a success, it will without question be continued and if possible extended in Primus. To get more volunteers, the project will be advertised in two ways during the coming year. Grandparent assistants are going to put on a show in the early fall, dramatizing the schools of fifty years ago in an assembly program to which the public, particularly the older generation, will be invited.

The Primus experiment is an admirable and successful attempt to meet the present school crisis. What Primus did, other communities can do. It is hoped that great untapped resources among the older generation will be sought out and used in behalf of better living and better learning for the youngest and the oldest.

HERE COMES THE SUBSTITUTE

Mary Zook

Suggestions from a veteran substitute on making a substitute's life more endurable.

When they see the substitute coming, both school heads and pupils cheer—but for different reasons. To the principals, she represents needed help. To the pupils, she brings the hope of few lessons and much fun at her expense. The substitute knows without being told that she is behind the eight ball.

But the principal, faculty and office clerks can all help to ease her out of this spot and make her willing to return when needed.

Off to a Good Start

When the days are balmy, the substitute's phone is silent, but when there is a cloudburst, it jangles merrily. When she arrives dripping at the school office, she is usually given her day's program. If at the same time, she were told the location of the teacher's rest room and the lunch room, a later hunt would be avoided. Frequently, and it should be standard practice, the principal, in an elementary school, or a department head, in high school, escorts the sub to the first classroom. If this welcome guide were to check before leaving to make sure that blackboard chalk and erasers were on hand, that pupils were equipped with papers and pencils, and that the teacher's desk was unlocked, he could prevent confusion and delay in getting on with the work.

The teacher's roll book is, of course, a necessity, as is some knowledge of what the day's lesson is to be.

Even more helpful is the name of a child who can be relied upon to produce the correct assignment. This angel's name could be written on a slip of paper, clipped to the inside of the roll book. The principal or department head could then question the pupil, privately, without embarrassing him before the class, about the actual assignment.

But the real boon to a substitute is a seating chart in the regular teacher's desk. With it, she can use the pupils' names instead of saying "the boy in the green shirt." Still another advantage of the chart is that it provides the substitute instantly with the name of a pupil who is disorderly. When he is warned and addressed by the right name, he is more likely to cooperate.

A thoughtful principal will look in on a new substitute for a few minutes on her first day or two. His visit has a very salutary effect on a class. It frequently inhibits the performance of the usual monkeyshines students try out. Substitutes worth their salt prefer to handle their own disciplinary problems, but when a flagrant violation occurs, they look to "the office" for support. Indeed this attitude of moral support from the principal can make a satisfying vocation of substituting rather than a veritable hell.

For long-term substituting, more help is needed from the regular faculty with the paper work, the filling out of records, charts and reports, which fall to the lot of the substitute who is replacing the regular teacher for weeks or even months. The substitute deeply appreciates courteous help.

Final Factor

One final factor can make or mar the substitute's willingness to return for further service, namely, transportation. Chilling intervals of waiting between buses or trolleys are trying at best. A group of teachers who have a car pool can make the substitute's day infinitely pleasanter by inviting her to ride with them.

There will always be a need for substitutes. The work is difficult, yet satisfying in its own way, provided the principal and his faculty stretch out a helping hand to the outsider as she struggles to cope with the routine problems of the school.

Today, the supply of substitutes in the large cities is adequate and the pay offered satisfactory, but the drafting of more men and tomorrow's uncertainties may change the picture drastically. In order to continue attracting substitutes from the ranks of former teachers, recent college graduates, and teachers from other systems, principals and teachers can do a great deal to keep a tough job from being unbearable.

WE USE A PLAY SCHOOL UNIT

Helen H. Pendleton
Santa Paula High School,
Ventura County, California

How may girls preparing for family living be given experience in caring for young children? Santa Paula High School has found a way that combines training for girls with play school activities for pre-kindergartners.

Mrs. Pendleton, home economics teacher, tells how the project was carried on, despite the lack of adequate accommodations.

Courtesy of Ventura County Schools

These play school youngsters seem to be deeply interested in the story Betty Garrett, student, is telling them. Only the dog is apathetic.

Santa Paula High School's play school is really a unit in homemaking carried on in our homemaking cottage. Every semester, each girl takes her turn at play school activities for a period of three or four weeks.

The first step in organizing the "school" is recruiting the children. The students write letters to the parents of their prospective charges, explaining the purposes of the school, what time of day it will begin, what days the school is open, and what the children should wear.

(This year we have nine youngsters ranging in age from two to four, who live in the immediate neighborhood of the school. The girls pick up the children on the way to class.)

Planning the Program

Next the students plan the equipment they will need to conduct their play school. They are required to have it arranged before the children arrive. At the end of each period, the children help to put the things away.

Each group plans its own schedules, but a typical schedule might run something like this:

11:35-11:40: Girls collect the children from their homes;

11:40-12:10: Free play, games, story telling;

12:10-12:15: Wash hands;

12:15-12:20: Drink fruit juice furnished by the school;

12:25-12:30: Girls take the children home.

To the last group of the year goes the job of maintenance and repair of all materials and equipment so that it may be stored and ready to use the following year.

Our accommodations are rather inadequate, but fortunately, good weather has made it possible for us to conduct the play school out of doors most of the time.

Converted Quarters

At present, the homemaking classes are working on a project in cooperation with the shop classes. They are converting the garage into three work areas for the purpose of teaching home care of the sick, conducting the play school, and making home repairs. When this is completed, we shall have adequate facilities for the play school indoors.

The estimated cost of this project is $107. Recently, the Sears Roebuck Foundation provided 84 of those needed dollars and work is proceeding on remodeling the garage.

THE TEACHER AND HIS MONEY

The Second of Two Parts

Sidney S. Ross
Sidney S. Ross Co.,
New York City

Last month, Mr. Ross outlined a basic program for teachers. In this issue, he discusses common stocks and his own special enthusiasm, mutual funds.

In addition to heading the Sidney S. Ross Company, Mr. Ross teaches an adult education course on money management.

A teacher may think he is most prudent and conservative if he plans his financial program using life insurance, a savings bank or savings association, and U. S. Savings Bonds. To be sure, the principal is safe and secure, and the income will be paid regularly. But will the principal have the same purchasing power over a period of time?

What about money being saved for retirement, for a down payment on a home, for a college fund for the children? Will the money now drawing interest in a savings acount be worth as much in 10 or 15 years from now? Will it buy as much then as now?

Readers of this article are well aware that we are living in a period of high taxes and high prices; and that the dollar of a generation ago today will only buy a fraction of what could have been bought then. Nor need readers be told that if one's salary remains the same during any inflationary period, the loss of purchasing power will eventually force him to reduce his accustomed standard of living or to dip into his savings to make up the difference.

There is not much that a teacher of modest means, with but a small savings reserve, can do to protect himself against this insidious enemy, inflation. Other teachers, more affluent, are in a better position to combat it.

One way would be to use common stocks in their financial program. Why common stocks? Because they represent ownership of real, tangible goods which would constantly increase in value and in price during an inflationary period, the common stock shareholder is afforded substantial protection, since the price of his stocks and dividends therefrom should also increase and his purchasing power would thus be maintained. Although not perfect by any means, common stocks are considered by many economists as the most suitable inflation hedge for the average person.

Before considering a purchase of common stocks, however, we must realize that the safe investment of money to earn a proper income return is the greatest problem of financiers. Experts often make mistakes. If these people, with long years of experience and training, have difficulty in investing money wisely, how much more difficult is it for the average man or woman with little or no experience in financial matters, when faced with the problem of investing surplus funds safely to insure an adequate income. Yet literally thousands upon thousands blithely enter the difficult, uncertain, highly complex and involved field of investment securities with no planned program and without the faintest, the remotest idea of what this field is all about; who do not show the slightest hesitation in literally throwing their hard earned money away by making haphazard and indiscriminate purchases on the basis of guess work, loose, irresponsible and wishful thinking, and misinformation of all kinds.

A Job for Experts

Yes, these people don't realize that the management of investments is a highly-specialized and full-time profession in itself. No one person has the specialized or extensive knowledge, the time, the patience for painstaking effort, the long training, the maturity of judgment and long experience, the keen discrimination, or the adequate facilities to supervise his own investment properly and effectively.

Despite all this, millions of persons all over the country *do* own common stocks. Why? Because in addition to obtaining some measure of protection against inflation and the resulting loss of purchasing power, they receive a good deal more income from common stocks than that afforded by savings banks, savings associations or U. S. Savings Bonds. Not to be forgotten is the universal hope of making a profit.

Investment Counseling

Would you attempt to be your own doctor or your own lawyer? Of course not. Then common sense would dicate that before you embark on a securities purchasing program, you should obtain competent professional advice. A wealthy teacher, if one can imagine such a paradoxical figure, can obtain such assistance by engaging the services of an investment counsel firm, an organization which furnishes advice on investments on a personalized, professional basis.

Investment cousel fees are out of the question, however, for most teacher-investors. Yet these same individuals can still obtain competent, high-grade service through the purchase of shares of so-called "mutual funds," a comparatively recent innovation in the American investment world. A mutual fund is an enterprise organized usually as a corporation which, with monies supplied by the owners or shareholders, buys securities (stocks and bonds) of other companies, usually listed on a stock exchange. In most funds there is a sales charge to the investor which is included in the offering price of shares.

The Investor Gains

A number of important benefits accrue to the mutual fund shareholder, which he cannot otherwise obtain. Because of space limitations, we shall briefly point out only the most important:

1. *Peace of mind.* No longer need the mutual fund shareholder worry about what securities to buy, when to buy, or when to sell. No longer need he be concerned by changes in current business or political conditions. All this is the job of a corps of highly-competent, skilled, experienced specialists and research workers, who devote their full time to the careful selection of every stock and bond in the fund's list of securities and to continuous vigilance after purchase to eliminate declining values.

2. *Diversification.* He knows that the fund's assets are spread among many different securities to reduce risk and that fund managers endeavor to secure reasonable income and profit and to conserve principal.

3. *Marketability.* It is a simple matter for a shareholder to convert his investment in mutual funds into cash.

4. *Convenience.* A mutual fund shareholder is relieved of many bothersome, time-consuming bookkeeping details, such as keeping track of many different securities, recording income items for tax purposes, etc.

5. *Estate Settlement.* Should he die, the mutual fund shareholder can leave his estate or his wife and family a sound, convenient, continuously-managed investment, instead of an investment problem.

Know Your Aims

Because there is a wide variety of mutual funds to select from, it is up to the purchaser to formulate his objective, whether it be greater protection for his principal, higher income, or an opportunity for growth of principal, or some combination of these—and then to select the appropriate fund or funds. There are different funds available to meet almost every investor's program. To insure that the fund or funds selected are adapted to the individual teacher's particular requirements and circumstances, he should consult a qualified, experienced, investment dealer.

A number of mutual funds have developed plans for the systematic accumulation of their shares, which are particularly adapted to those who have a regular, assured income who wish to invest a stated sum each month for a specific purpose—to start building an estate, a retirement fund, or an educational fund for children, for example.

In essence, these plans involve a minimum investment of from $50 to $250, and a regular minimum purchase of $25 or $50 each month, or at longer, periodic intervals. The teacher can continue to make payments indefinitely, or until he has reached his goal, or he may terminate payments at any time without penalty.

Mutual funds are not a perfect investment, they cannot make you rich quick, and there is no single fund which is best for everybody. Share prices go up and down with the rest of the market; hence they may be sold at a profit or loss, depending upon the time of purchase and sale. Dividends on these shares are not fixed and may be higher or lower at different times. Also, fund managers are the last ones to say that they never make mistakes; and investors must not assume that because a fund has performed very well in the past, that this guarantees similar performance in the future. It can confidently be stated, however, that results with this type of investment will almost always be better than a teacher could obtain by his own, unaided efforts.

ASSEMBLY IN THE ROUND

Anna Brochick
Robert Thomas

Why not try the ancient pattern of the magic circle for a United Nations Day assembly? Two authors who have experimented with this and other group programs describe their experiences.

Miss Brochick is Instructor in Education and Teacher of Core at University High School, West Virginia University, in Morgantown. Robert Thomas is Instructor in Education and Teacher of Instrumental Music.

Most of us give lip service to the ideal of universal participation in school assemblies, but how many schools have taken steps to attain this goal? At University High School, we decided to experiment with securing audience participation through assemblies in the round.

About Circles

The idea was suggested to us by the currently popular "theater in the round," where players or performers are surrounded on a level, by the audience. Such theaters as the one on the top floor of the Ansley Hotel in Atlanta and the penthouse theaters in many cities, originated by Don Gibson, are good examples.

Of course, the idea is not new. The Greeks used the round or semi-circular audience pattern over two thousand years ago, and from the beginning of time, the circle has been a symbol of unity. In the popular or folk pattern, recall the number of folk games and folk dances that are done "in the round."

The artist uses the circle as an invaluable part of design in composition. The Indian and other primitive peoples use this pattern in their campfires for tribal meetings and for powwows. In musical form, too, composers often use skeletal frameworks for their compositions resembling the unity of the circle. One theory has it that our wealth of folk music comes to us through the communal gatherings of the folk in circles.

Remembering how the circus, even today, makes effective use of rings, we tried the circle idea in planning several assemblies.

United Nations

Junior high school students, the following October, planned and presented an assembly based upon the theme of the United Nations.

Their seating arrangement followed closely the pattern of the circle, with tables at the head for students presenting panel discussions. On a level with their audience, two groups presented panels on "What the United Nations Is and What It Does" and "Life of Teen Agers in Some of the United Nations."

Group singing of songs of the United Nations tied the circle together with a feeling of world mindedness. We joined in singing, "This is my song, Oh God of all the Nations, A song of Peace for lands afar and mine." What more appropriate words for the closing of a program planned for the purpose of education for world peace?

A Folk Assembly

The first such experience was a program emanating from the enthusiasm for a unit on folklore correlating the work of the music and English departments. The group, originally a class in English, had enjoyed folk songs, folk stories, folk wisdom and folk dances.

Although the program seemed simple and spontaneous, the arrangements for the sharing of these classroom experiences with the entire school were carefully planned.

Informality, from a seating arrangement in circular form to spontaneous suggestions from the group for "the next song," marked the occasion. A created folk dance served as a happy climax for this new kind of assembly. Narrative expressing bits of folk wisdom linked together the several parts of the program.

A very informal, yet well-planned program along the same line, was put on by a summer school group. The program carried out with audience participation, a variation of the popular radio game, "Twenty Questions." A girls' chorus sang well known numbers and invited audience singing.

Although our experience with

this new assembly pattern is limited, and although we do not know as yet how our audiences might react to other types of programs under the same conditions, we do observe that

(1) there is more universal participation in singing, in an audience game, and in suggestions from the floor;

(2) the conduct of the audience is excellent and the spirit shown on these occasions enthusiastic, yet dignified;

(3) because of the closeness of performers and audience, young voices are not strained.

Children are accepting the idea and offering their own evaluations in terms of requests for repeating the experiences. They tell us in their own language that "More kids are in on it this way," and "We're more comfortable."

Our next venture in the pattern will be a play, circle style.

COUNSELING BY THE COACH

Arch Steel

Scoff though the cynics may, the coach is in a more strategic position to counsel the high school boy than almost any other individual in the community. Athletics really do build character; and they do help combat discrimination as to race, creed or color. This form of prejudice is dwindling and the coach is playing a major role in the job.

In the absence of fulltime counselors, the coach naturally assumes a guidance role because of his interest in the boys and his close contacts with them. Almost any coach can win the respect and admiration of his boys on the field and in the gymnasium. The absence in athletics of all restraints save those of the rules of fair play and a consciousness of right and wrong should not be overlooked. Under such circumstances the boys are more truly themselves.

The Man for the Age

The coach who understands and enjoys young people becomes a trusted friend, a receiver of confidences. Advice he gives is often more readily accepted by the student than advice given by parents. In fact parents have been known to call on the coach to advise Junior on matters that have baffled them.

Physical Education requires the boys to make practical application of the knowledge they have acquired. The ability to do this is often the difference between success and failure in life. Unfortunately even honor students often fail because they have not learned how to get along with other people in group enterprises. This inability prevents them from imparting their own knowledge to others.

Just as travel and the exchange of ideas are broadening, games also can make the student more broad-minded. The rules of the game are equivalent—on a small scale—to those of society. Properly conducted by the coach, games instill a respect for the rules and the individual boy learns to work for the good of the group. Leadership, self-reliance, self-control, and loyalty are some of the important traits that can be developed through athletic activities. The physical education teacher has the unique opportunity to delegate leadership responsibilities to students within the class.

Through the various activities the coach plans situations that growing boys can master. Boys who try adult tasks and continually fail soon lose all confidence. Gym classes offer problems they can understand. The spirit and energy a boy puts into his play is essentially the same he will put into any work that he later likes and undertakes.

A Hero Plus

Boys crave interest, attention, faith, respect and esteem from their coach. Ideally the coach must be something of a psychologist, a good judge of human nature, and must like to work with young people. He must be able to take advantage of his many opportunities to develop good citizenship characteristics as a basic training for the future.

What is the coach's role in guidance? Arch Steel, Physical Education Instructor and Assistant Football Coach at Michigan State Normal College, answers this question in another Journal guidance article.

HELP FOR THE DAY-DREAMING READER

Delwyn G. Schubert

The avenues of knowledge open to students today are paved with printer's ink. Too frequently a student traverses these avenues by making mechanical movements of the eyes over words and across lines while his mind is playing hide and go seek elsewhere. He thinks he is reading but discovers on turning a page that he has absolutely no idea what was on it. If he takes the trouble to analyze the situation, he realizes that although he was going through the physical processes of reading, his mind was dwelling elsewhere. He is perplexed and asks, "How can I learn to concentrate?"

Dr. Schubert is assistant professor of education at Los Angeles State College of Applied Arts and Sciences, where he teaches professional and therapeutic courses in reading, and several classes in Child Growth and Development. He has done extensive research in reading under Dr. Paul Witty, nationally known reading specialist.

Next month, Dr. Schubert will offer suggestions for helping the slow reader.

A student should be informed that a certain amount of mind wandering is to be expected when he is fatigued or emotionally upset. However, when he is daydreaming habitually, he has just reason to be concerned.

The teacher can make the following suggestions to the chronic daydreamer:

Make Yourself Want to Concentrate. From the moment you wake up in the morning, your mind is attentive to one thing or another. There always are dozens of things calling for your attention but only those which seem important win out. Since concentration is a matter of controlling attention by directing it to the task you feel important you can be sure that a bored or indifferent attitude toward a reading assignment invariably will result in mind wandering. Approach reading with a lively curiosity, a desire to learn new things. Here is a simple way to enliven your curiosity:

Assume a Questioning Attitude. Turn all headings into questions immediately so that your reading always is purposeful. For example, a section headed Causes of the American Revolution would become What Are th Causes of the American Revolution? By assuming a questioning attitude you will become an active rather than a passive reader. An active reader has little trouble concentrating.

Reduce Distracting Influences. You wouldn't think of playing tennis while trying to eat a dish of ice cream or memorize a poem. Yet at home you read frequently while listening to the radio and the conversation around you. No wonder concentration is difficult!

For maximum concentration at home, study by yourself away from the family and all distracting influences. Remove pictures, banners and souvenirs from view. If possible have your desk face a blank wall. Blank walls offer books little competition.

When studying in the school library seat yourself in a place where you will not be disturbed. Stay away from friends. They will tempt you to visit and will make concentration difficult. Keep your back toward the library entrance. This will discourage your looking up to check on the identity of newcomers.

Sit in a Straight-backed Chair. Soft chairs and reclining davenports are not conducive to maximum concentration. Through the years of conditioning they have become associated with rest and relaxation. The slight muscular tension that accompanies sitting in a straight chair keeps you alert and will make concentration easier.

Punish Yourself for Daydreaming. When daydreaming proves overpowering, stop reading. Write down on paper all the distracting ideas as they come to you no matter how bizarre they may seem. Continue this until you become tired of it. Then return to your reading with renewed effort to concentrate.

Don't Dawdle—Work Rapidly. The auto racer driving to win has to attain a maximum speed and hold it. The greater his speed the greater his need to concentrate on steering. To divert any part of his full attion from the task at hand would be to lose the race. Similarly, the reader who forces himself to work as fast as he can to accomplish his purpose has no time for daydreaming. The faster you read the more you will concentrate.

Adopt a Study Schedule. Plan and adhere to a schedule which will require you to study the same subject in the same place at the same time each day. It is easier to get down to business and concentrate on those things which have become routine and habitual.

Provide Proper Atmospheric Conditions. The room in which you do your reading should be kept at a temperature which is comfortable—preferably 68 degrees. More important than temperature is the need for adequate ventilation. Experiments have shown that by keeping air in motion, even though the room is too hot or cold, working efficiency is not much impaired.

Provide Proper Lighting. Reading makes heavy demands on the eyes. Frequently, improper lighting in the home causes visual fatigue which quickly hinders concentration. To reduce eye strain, read under lights that are sufficiently strong. In addition to direct lighting on your book, have the entire room dimly lighted. This reduces extreme contrast which eyes cannot tolerate. Guard against glare by covering shiny surfaces, or shifting lamps slightly to avoid reflections. Allow no shadows to fall on your book when reading. Rest your eyes from the reading material by closing them occasionally or looking at a distant object.

Some children may have daydreaming tendencies not amenable to the foregoing suggestions. They may have daydreams of an obsessive nature that resist all attempts to stamp them out. When the child's mind dwells constantly on thoughts involving death, sex, guilt, fear, or the like a psychiatrist should be consulted.

▶ *Have you seen the latest in basal reading?*

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PLAYGROUNDS FOR TOM SAWYERS

Kyle McDowell
Principal, Elementary School,
Fort Knox, Kentucky

The expensive playground equipment was deserted as we stood watching a long line of small children waiting to crawl through huge tiles which were to be used later for under highway drainage.

"The children don't care much for the slides and swings since these cement pipes were left in the school yard," the teacher said.

Obviously the children had found a game that made conventional playground apparatus seem tame.

A school playground that has only the traditional swings, slides and merry-go-rounds does not give the child what he wants and needs. In reality this expensive equipment satisfies a very small percentage of the children for a very short time.

Before buying new playground equipment, the superintendent or principal should visit schools with such apparatus to see how the children are using it. No doubt most of them will be found playing cowboy and rustler, trying to crawl down drains, attempting to climb trees, sliding down the banisters, digging mines or taking part in some other activity which is adventurous, creative or requires some initiative.

The playground should be considered as vital to the school's curriculum as is the classroom. Here are some criteria for judging the value of playground apparatus:

1. *Does the equipment offer the child an opportunity to create and to build?*
2. *Does the equipment offer real or imaginary adventure?*
3. *Does the equipment provide wholesome out-of-door exercise?*
4. *Will the equipment hold the child's interest for a long period?*
5. *Is it too dangerous for the children who are to use it?*
6. *Does it provide opportunity for group activity and group planning?*
7. *Does its cost outweigh its total benefits?*

If playground equipment can be purchased which measures up to the above standards, it should be installed immediately. But the chances are almost nil that it will be found in any equipment company's catalog. By scurrying around the community, we can find the desired materials to construct the right type of playground. Following are eight suggestions for meeting most of the demands of a good playground:

1. *A Building Yard.* Part of the playground should be set aside as a building yard. This area can be equipped with sufficient scrap lumber, small logs, boxes, simple tools, nails. Here, groups and individuals can construct fascinating projects.

2. *Tunnels.* For some reason, going through tunnels is a great adventure for children. Tunnels can be provided by joining together and cementing securely in place large drainage tiles.

3. *Fences.* Long before the days of Tom Sawyer, children enjoyed playing around a fence. The school yard might provide a long, low stone fence that children can walk. This fence should not be too wide to kill the challenge, or narrow enough to be dangerous.

4. *Mines.* When a young child sees a clay bank, a mine develops. The school could easily provide a clay or sand bank.

5. *Play Houses.* Playing house is a natural activity of childhood. The playground should have play houses large enough for girls and boys, too, to pursue this inclination. Having a house offers a chance to build furniture as well as many other interesting activities.

6. *Tents.* Erecting and playing in tents provides a fascinating activity for any boy. Children just enjoy putting up and taking down tents — Indian tents, pup tents, large or small tents.

7. *Boxes.* All young children can find pleasure playing with and arranging large boxes. The playground should therefore provide several large, well-constructed boxes which are light enough to be moved by children. These boxes become cities, steps, houses, and offer endless enjoyment to children.

8. *Plant Boxes.* The playground should offer a place where children can receive the thrill of watching plants grow. Rows of boxes filled with fertile soil can be placed on the playground. Ideally, the school should have a small garden for children to plant, tend and harvest.

My Teaching Is Easier Because . . .

Whatever delusioned theorist thought up that title has been out of the game too long. He's been gazing at too many pedagogical constellations in the restricted orbit of his ivory tower. Herewith I extend an eager invitation for him to plunge into reality long enough to handle my classes for one day. I even add the incentive of free asbestos paper for his report and an adequate supply of aspirin. Then let him limp back to his stars and squint through the other end of the telescope!

No, my dear Administrator—for of course you are that—no ordinary teacher's wildest fancy could have soared so rapturously!—NOTHING has made teaching easier. On the contrary, it is more difficult than ever. But it is also a great many other things. It is more interesting, more challenging, and more exciting. And it is definitely more exacting than ever before.

It is in the field of exact skills that my greatest problem has lain. Composition assignments themselves are simple: it is the mechanics of correct expression that frustrate the teacher of English. What can we do about neglected margins, miserable spelling, grammar mistakes, sentence structure errors? How can we develop these skills on the basis of individual needs? Patiently we correct each slip; laboriously we inscribe marginal advice. What happens? Pupils glance at the final mark, groan, grumble—and forget.

Macy's, bless them, came to my rescue! A simple little rubber stamp, with the one word "error"—mine for seventy-four cents. When the next group of compositions was returned, the neat little stamp indicated every mistake. That, and nothing more except the final grade. Curiosity stirred. Instructions were given to identify the mistakes, correct them, and consult me over any puzzling "errors." At the same time, an individual mimeographed chart indicating the most recurring faults was issued to each pupil. Opposite each item was space for him to check-mark his mistake. Since grades were already recorded, incentive for omissions or dishonesty was lacking.

Before the next written assignment, pupils consulted the chart to review their weaknesses. Working against their previous errors, they showed amazing improvements, particularly in the mechanical aspects.

Now it is a simple process to locate common weaknesses and base remedial teaching on indicated needs; the little charts furnish both goal and motivation. Accepted with eagerness and interest, the device has furnished an objective incentive to the very subjective business of English composition skill.

Also, if my friend the Administrator is still safely star-rapt, I must admit that it has made my teaching—well, just a little easier. But only a VERY little, understand!

Lorine D. Hyer
Irvington High School, Irvington, New Jersey

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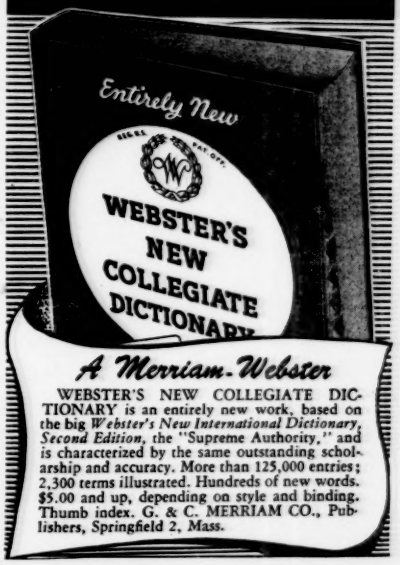

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School Solutions

THREE-WAY VOCATIONAL TRAINING

Vocational courses in the high school of Contra Costa County, California, have been worked out to a point where we are providing trained apprentices in various trades and conducting refresher courses for journeymen.

Last year some 700 students were enrolled in apprenticeship courses. Instructors had taken sixty hours' work in teaching methods to qualify for their respective jobs. A committee of labor and management, with the public also represented, had general supervision of the instruction. A majority of the students were registered under the G.I. Bill but forty per cent were non-veterans. Everything possible was done to render the study and experience what is required to qualify a man for employment in his chosen trade.

Refresher courses were of the extension variety, conducted evenings and open to persons who had reached journeyman status and wished to review the fundamentals so as to become more intelligent in their crafts.

In one school, a class was composed of ninety carpenters. Total enrollment in these refresher courses reached 1200.

A third type of vocational work, called trade preparatory, was open to high school students. Here cooperation was so arranged with industry that each student might work a half day in school and the other half in a factory or other type of business. In one high school, we offered an agricultural course, combining schoolroom study and actual farming practice.

The Contra Costa program was one of the first in the nation to have pioneered in equipping trade-minded students.

CHARLES FERRELL
Coordinator of Trade and Industrial Education, Contra Costa County, Calif.

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CREATIVE EDUCATIONAL SOCIETY
Mankato, Minnesota

WHAT'S YOUR INCLINATION?

The penmanship of teacher may
Be faultless, yet she can't
At any time forget to think
About the proper slant.

A. S. Flaumenhaft

IT'S A GOOD IDEA

Frances Martin, Sheldon, California, teacher, projected her encouragement of learning into the summer vacation lives of her pupils by sending each a rhymed letter. The children were urged to visit a museum, a zoo and a library, to follow a hobby, to read the paper, and to keep a record of the summer. Not to leave a stone unturned, the letter listed nearby museums, zoos, libraries, etc.

—Contra Costa County Schools

SPEAKING OF WORKSHOPS

Something new and different often comes out of curriculum workshops. In Du Quoin, Ill., Township High School, for instance, it's a course in coal mining.

"About 75% of our student body comes from families where mining is the father's occupation," writes Assistant Principal D. W. Hortin. "Since the greatest percent of the economy of the area is dependent on mining, we felt that elementary technical training in the industry would really meet local needs."

The course got the green light from the office of the Superintendent of Public Instruction and the Illinois State Accrediting Agency, before being tried out for the first time this year.

Students and others have taken to the idea, Mr. Hortin reports.

Until five year ago, one of the rural areas in McHenry County, Illinois, divided its children among 24 scattered, one-room schools— all poorly lighted, poorly heated, poorly ventilated and poorly equipped. Now these districts have been reorganized into Rural Community Consolidated School District 10 in Woodstock, with Mrs. Endres as superintendent. More than 400 elementary children enjoy the new well equipped buildings.

What has the consolidation accomplished? Naturally, Mrs. Endres says, the curriculum has been enriched. Health standards are higher and children are better adjusted. And something extra has been added—a program for five-year-olds.

TIME OUT FOR HUNTING!

Frances Hazen

Missed something in your classes lately? Could it be those big boys in the back row?

Frances Hazen, Girls' Counselor at the Minerva, Ohio, High School, has a few understanding words to say about nimrods.

And lo, a teacher went forth to teach. She desired greatly to impart a more thorough knowledge of her mother tongue to the sons and daughters of her fellow-countrymen.

Looking out over a sea of faces one bright November morning, she was suddenly aware that scarcely half the group were present for the instruction she had labored long after the supper hour the night before to prepare for them.

A further survey by observation and inquiry apprized her of the fact that this was the day set aside for nimrods to sharpen up their aim as they roamed o'er hill and dale in lawful search of game.

Office Bound

Meekly, she approached the Authorities, in search of truth and advice. Saith she, "Now, how shall I impart to all of these the knowledge acquired by the faithful who attended upon the regular class section ordained by law this day; for verily I have but one period when it may reasonably be expected that they will have opportunity to meet with me, and that in the presence of the forty pupils assembled for study in my homeroom. Into my free period they come not, for the band calls, the basketball team practices, and lo there are many other pressing activities."

To which the counselor replied, "It saith in the hand book that it is permissible for such offspring to remain away from the appointed hour of instruction a total of three half days. Further it is the feeling of the Administration that most boys like to hunt and that this is an increasingly popular American sport and the Administration wished to be fair by granting time for indulgence in it, thus encouraging said boys to be truthful and come back refreshed from such a day in the open."

Oracle Has Spoken

So the teacher went away sorrowing, further confounded by the knowledge that a fellow instructor had been granted legal status to act as guardian of a select group of youthful sportsmen. To add to her confusion, came a laconic note the following day from a father of high position, to wit: "Please excuse my daughter, allowing her to make up her work, for she and her mother went hunting—not for rabbits, but for clothes."

The Magazine with a Vision

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The Citizens' Corner

Margery W. Steer

PRESS AND PUBLIC

Every newspaper gives some space to school news, but if the public depended entirely on the press, it would often get a dim view of education.

"The fact is," says D. G. Stout in *Teacher and Community*, "that the type of information constituting most of the school news leads easily to the assumption that school work consists of little besides athletic contests, dramatics, entertainment, forensics, and other extra-class activities."

A study made by B. M. Farley* some years ago disclosed, to again quote Professor Stout, "that there is a tendency to supply readers of school news with the largest amount of information upon topics in which they say they have the least interest. The six topics of greatest interest to patrons get 25% of the news space, while the six topics of lesser interest get 75%."

What were the six topics of greatest interest to the more than 5,000 people included in this study? In order of preference they were: *pupil progress and achievement; methods of instruction; pupil health; courses of study; value of education; discipline and behavior of pupils.* Extracurricular activities appeared at the very bottom of the list. Yet an analysis of the space allotted by the press to these phases of the school program showed 47.1% devoted to extracurricular interests and 5.6% to pupil progress and achievement.

Professor Stout suggests a more varied and inclusive reporting of school news. Extracurricular activities should continue to receive publicity, but they should be reported in such a way that the public understands their contribution to the character development of the student. After all, people want to know what kind of results the school program achieves and the results of any educational effort are measured in terms of child growth and progress.

EVERYBODY'S BUSINESS

Because modern selling methods have made wise buying difficult, various consumer helps have been devised to make it easier to judge comparative values. Many people having important purchases to make not only shop around to see for themselves what their money will buy but also consult research organizations.

The people of every community are not only buyers of cars, refrigerators, houses, and other personal property; they are buyers of education. When they vote for or against a school tax levy or bond issue they are buying a school program and a school plant. Most voters would agree that, in theory at least, this purchase is more important to them and to their children than many other expenditures. Yet it too often happens that people who insist on inspecting all the cars on the market before making a decision, who even make careful investigation of the claims of rival toothbrush manufacturers, are content to purchase education on the basis of hearsay, happenstance and prejudice.

Recently we attended a public hearing on a proposed school building project. The community was one of limited financial resources. The board of education had called the meeting to outline educational needs and to explain its reasons for believing that certain tentative plans would be a wise expenditure of available funds. But only a handful of voters troubled to come.

The small proportion of voters who take an interest in helping to make decisions which affect their lives and pocketbooks make excellent talking points for those who challenge democracy as an unworkable system. Small attendance at school meetings means one of two things. Either the people are not very keenly interested in their school or they have such utter confidence in those in authority that they are willing to ask no questions and do no thinking.

Both of these attitudes are dangerous. If the people are indifferent to their schools, it will be hard to win their support at the polls and the board of education will find its hands tied for lack of funds. On the other hand, while absence may be assumed to give consent and may even be taken as a flattering vote of confidence in the board, it may also indicate civic laziness and unwillingness to take responsibility.

*B. M. Farley, "What to Tell the People about the Public School," Bureau of Publications, Teachers College, Columbia University.

THE NEWS DIGEST

Gen. Irving Charges Cribbing By Ring

Controversy still continues over the West Point cribbing scandal in the wake of a letter on the situation released to the press and Point alumni by Maj. Gen. Frederick A. Irving, superintendent of the academy, in which he charged that the cheating had been carried on by "an organized ring." The superintendent added that the group had grown from a handful in the Fall of 1949 into the 90 who were involved in the recent expose.

General Irving continued: "I believe the ring has been cleaned out." He said the names of the accused cadets would "never be made public."

Defending the ancient honor system, the superintendent declared "there is no natural temptation for a man who has taken an examination to pass information to another." He continued: "With few exceptions, the passing of information requires a visit to another section of the barracks or a rendezvous at a special place. To cheat in this fashion requires a planned conspiracy."

Meanwhile, Robert Daru, counsel to a bar committee which has probed the dismissal of the cadets, has amended his report to assert that "at least 33 of the ousted cadets were guilty of no wrong, legal or moral." His original report had charged that they were "shockingly, shamefully treated."

Pawtucket Strike Settled; New York Squabble Continues

The 15-week strike of members of the Pawtucket Teachers Alliance, American Federation of Labor, which began May 14, has been settled by the granting of a $200 salary increase for the term which started last month and a similar boost for the term starting next September. If the teachers so wish, they may take the raise in four yearly installments of $100 each.

At the same time, the maximum salary for teachers has been increased from $4,000 to $4,800. Base pay before the settlement ranged from $2,400 to $4,000 with no teacher receiving the full maximum. When the teacher pay schedule was adopted in 1946, the teachers were fixed in their existing pay brackets, regardless of length of service. Annual increments based on period of service began only with the adoption of the new schedule in '46.

Some 300 teachers ratified the salary provision, which apparently was acceptable to them in lieu of the $410 cost-of-living bonus which was the original cause of the strike.

A new contract providing for a ban on strikes during the school term has been another issue of the strike. The teachers' union was reported to have agreed to such a pact.

As we went to press, the 17-month stoppage of extracurricular activities in New York City's public schools seemed a step nearer settlement. Latest development in the controversy was the statement by Dr. William Jansen, Superintendent of Schools, on September 5 that extracurricular activities would be resumed when the city's schools reopened, regardless of what the High School Teachers Association decided to do in its salary dispute with the Board of Education.

Dr. Jansen implied that if the group did not come to an agreement with the school board by September 20, high school teachers might be excluded from increased pay schedules slated for adoption then.

School pupils 2,800 strong in Schuylkill and Northumberland Counties in Pennsylvania were slated to enjoy a prolonged Summer vacation because 161 school teachers refused to open Fall classes until back salaries were paid. Salaries were due for periods ranging from six weeks to more than nine months.

The strike began September 5 in Kulpmont District, Northumberland County, and Branch, Cass, and Kline Townships in Schuylkill County.

New York City Plans Educational Telecasts

NEW YORK CITY—The New York City Board of Education and station WPIX have announced plans for a continuing series of educational television broadcasts, to start about October 15. The program, to be known as "The Living Blackboard," will make instruction in liberal arts, science, vocational guidance and home industries available to students unable to make use of regular classroom facilities.

Although the programs eventually will be directed at classroom viewers, the series at first will be primarily for the benefit of older students handicapped by illness or other physical ailments. The telecasts will supplement home instruction by visiting teachers and by radio. A Board of Education survey showed that 80 percent of such students had television sets.

Foundation Backs Study Of Religious Teaching

WASHINGTON — The American Council on Education has announced a $31,616 research project on what the schools should do in informing youth about religion as part of this country's culture.

A one-year grant from the Rockefeller Foundation will finance the study, which will be directed by Dr. Clarence Linton, who is on leave from his post as Professor of Education at Columbia University Teachers' College. The central office will be in either New York or Washington.

Dr. Linton has declared that the problem will be approached "with scrupulous regard for the separation between church and state."

Carolina Teachers Fight Reds With Anti-Communist Cells

North Carolina teachers are building "anti-Communist cells" as part of a "thought defense" program developed by the University of North Carolina's philosophy department.

The program was started when the head of the department concluded that the United States is in more danger from ideas of Communism than from Red military forces. Through the teachers, the program seeks to promote American ideals and to attack Communist ideas by exposing their dangerous and often concealed implications.

Convinced that public school teachers have the best opportunities to lead the thinking of a community, the philosophy department brought a selected group of teachers to the university for a week of study and discussion—a "Free World Workshop."

The teachers will be aided in their anti-Red fight by the university, which will provide speakers throughout the year who are considered authorities on various aspects of Communism and Americanism.

Dr. E. M. Adams, who directed the "Free World Workshop," stressed that it is esential for educators and citizens generally to get off the defensive and regain the initiative against subversive forces. He said, "We must make democracy work at home, enlighten ourselves about the issues involved, teach others the truth about communism and democracy, and create situations of strength—spiritual, moral, educational, political and economic, as well as military."

Teachers' Federation Debates Hot Issues

GRAND RAPIDS, MICH.—Three hot issues — segregation, teacher strikes, and loyalty oaths—were debated at the recent annual convention of the American Federation of Teachers.

The A. F. of L. union reversed its traditional policy of opposition to strikes by voting moral and financial support to the Pawtucket, R. I., local.

A large majority of the 500 delegates voted to instruct their executive council not to charter any new local that violates the A. F. of L.'s anti-discrimination clause. This will prevent any increase in the number of racially segregated locals, which now stands at 44.

As expected, the federation reaffirmed its opposition to special loyalty oaths for teachers, and successfully fought attempts at modification of this stand.

Beatty to Serve With United Nations

Top man for 15 years in the education of our American Indians, Willard W. Beatty has resigned as chief of the educational branch of the Bureau of Indian Affairs to serve as deputy director of the Department of Education of the United Nations Educational, Scientific, and Cultural Organization. Mr. Beatty formerly served as superintendent of schools in Bronxville, N. Y.

Pupils Take Over S. C. School Buses

COLUMBIA, S. C.—This state's school transportation system is being taken over by specially trained high school students. Experts here believe the new system will be safer, more efficient, and more economical too.

At institutes strategically located throughout the state, 3200 students this summer received intensive behind-the-wheel and classroom instruction. From this group, drivers are being chosen on the basis of scholarship, character, leadership, and driving records. All have to pass special driving tests designed for piloting weighty, bulky buses and must know how to make minor repairs on them.

South Carolina is having no difficulty getting good student bus drivers at a fee of $25 a month. The main hitch is that the state is still trying to secure enough new school buses.

More and Better Teachers Aim of College Innovations

Programs designed to help meet the challenge of the teacher shortage and to improve the quality of instruction in our schools are underway this fall in many colleges.

To combat the growing need for more elementary teachers in the state school system, West Virginia University is offering a curriculum leading to the B. S. in elementary education.

Western College for Women, Oxford, Ohio, now includes courses leading to the Ohio elementary certificate within a liberal arts program. Bank Street College of New York City has developed a plan to permit candidates for the Master of Science degree in Education to complete their final semester while on the job.

A cooperative study, aimed at improving the quality of secondary-school teaching, is now under way among 18 upstate New York colleges. The goal is to improve the selection of students who plan to enter secondary school teaching. This can be done, educators believe, by determining which student characteristics, measurable at the time of admission, are related to success in teaching.

Ten fellowships in Citizenship Education are being offered by the Citizenship Education Project at Teachers' College, Columbia. The fellowships will prepare students, teachers and administrators for professional positions in citizenship education. They are offered primarily to full-time doctoral candidates interested in advanced study and research in the field.

German H. S. Seniors Get Year in Michigan

DETROIT — Seventy-five high school seniors from Germany have begun a year in this country as part of a program started by the Clinton, Mich., Rotary Clubs and adopted by other clubs in the state.

The aim of this "Youth for Understanding" program is to enable young men and women from the British, French and American zones of Germany, who have shown leadership ability, to become acquainted with American life. All of the students speak English. They were selected because of their good school records.

During their stay in this country, the group will live at the homes of "foster parents."

School Critics in Minority, Oregon Survey Discloses

OREGON CITY.—Critics of school policies are not so numerous as the volume of criticism would seem to indicate, according to the findings of a graduate workshop in education at Lewis and Clark College. A six weeks' survey of this city bore out this conclusion. For each critic of the subjects taught, 25 supported continuation of present courses or increased offerings of a similar kind.

Even in the area of greatest protest—which proved to be foreign languages—every critic was matched by eight who favored present practices or advocated more emphasis on foreign languages. Sex education in the high school was favored by a still higher ratio.

Survey Rouses Ire of Women School Heads

CHICAGO—Although four out of five teachers in the nation's classrooms are women, they have made little progress in administration in the past 50 years. School superintendents, mostly men, of course, believe the present distribution of administrative jobs between men and women is just about right.

This discouraging information, made public in a report by the National Council of Administrative Women in Education, challenged the fighting spirit of the country's women principals. Many took exception to a statement made by one of the male superintendents surveyed to the effect that women lacked the personality necessary to enforce discipline over pupils or to exercise authority over a faculty which might include men teachers.

School Expansion Program Under Way

ATLANTA, GA. In the most ambitious educational program in the state's history, Georgia will spend $170,000,000 for operation and expansion of its schools, a considerable part of this sum to go for equalization of white and Negro teachers' salaries and the construction of new buildings. A State Building Authority with power to issue bonds and to borrow money for construction purposes has been established by the state legislature.

Parochial School Exemptions Face California Tax Fight

LOS ANGELES—Petitions are being circulated to require a referendum on the law recently passed by the California Legislature which exempts religiously sponsored elementary and high schools from taxation. Some Californians fear that the move will develop into a bitter fight with sectarian involvements.

If the California Taxpayers Alliance gets the required 189,000 signatures, voters will have a chance to decide the issue. They have rejected similar legislation twice—in 1926 and 1933.

Both the law and the referendum effort get special significance from the fact that, according to Governor Earl Warren, California was the only state left that did not give tax relief to religiously sponsored schools.

Opponents of the legislation charge that it was "steam-rolled" through the state legislature, that unless it is defeated in November, taxes will rise and parents of public school children will be forced to support parochial schools indirectly, and that the high cost of government makes the whole tax exemption concept questionable.

On the other side, it is argued that the people themselves have the right to register their opinions on an issue of this kind and it is charged that the anti-referendum group is engaged in a campaign of "vilification and intimidation" against petition circulators. Some circulators are alleged to be giving false statements to petition signers. Frank Jordan, Secretary of State, tentatively suggested a legislative investigation of this aspect of the situation.

The California Taxpayers Alliance concedes that the loss from exempting parochial schools will not be large at the present time, but believes that the amount will get much bigger in view of the large parochial school building program now under way.

Schools Helped in Fight Against Narcotics, Alcohol

NEW HAVEN, CONN.—A new organization to aid American schools to develop techniques and materials for teaching about narcotics and alcohol has been launched by educators who attended the Yale Summer School of Alcoholic Studies here.

Known as the Association for the Advancement of Instruction about Alcohol and Narcotics, the organization will serve as a clearing house for information and materials about problems of alcohol and drug addiction. It will stimulate members in developing new teaching techniques and tools at different grade levels.

Executive headquarters will be at the Yale Laboratory of Applied Physiology.

Wisc. to Get Facts On School Consolidation

MADISON, WISC.—Science is moving into the little red school house—and into the village schools in farm areas as well—to help settle the heated debate over rural school reorganization. The University of Wisconsin has launched a 20-year research program to unearth the facts through a test of 10 sample communities which represent the state.

The idea, according to Prof. Burton Kreitlow, University of Wisconsin professor of rural education and agriculture, is to match reorganized districts with traditional ones to see what the difference would have been over a long period of time if the newly reorganized system had stuck to the old one-room schools.

Questionnaires will check carefully on community sponsored activities and services to see what opportunities children are being offered for community participation in both types of district.

Here and There in the News

Mrs. Jessie Zoller is serving her 17th term as president of the *Schenectady, N. Y.* board of education. A widow and owner of a dairy farm, Mrs. Zoller has attended every meeting of the board for twenty years. She is chairman of the adult education committee of the New York State School Boards Association and is the only woman ever elected president.

"Your Rugged Constitution" is the first of a Stanford University series on American Ideals. Written by Bruce Allyn Findlay, associate superintendent of the *Los Angeles* city schools, and his wife, Esther Blair Findlay, an English teacher, the book tells "how America's house of freedom is planned and built." Lively drawings help illustrate the theme of what democracy means.

A uniformed traffic cop has been named Mother of the Year in *Muskegon, Michigan.* She is Mrs. John Haskins, chief of the Muskegon Heights women's safety patrol. Mother of three children, Mrs. Haskins spends two hours in uniform each school day, directing traffic near a junior high school.

America is building too many community monuments instead of real working classrooms that will help school children, an authority on classroom design charged recently. Dr. Darrell Boyd Harmon of *Austin, Texas,* told educators at Stanford University's Institute on Classroom Planning that despite noble intentions of community sponsors, too many schools are poorly designed.

The *University of Illinois* recently tried a new approach to human relations at the elementary level. Nine-year-old girls and boys learned to understand others in a class in creative dramatics this summer.

Pupils waste too much time riding on buses every day, say *Rhinelander, Wisc.,* school leaders. The county superintendent's office after figuring that transportation consumes 250,000 child-hours each year, proposed that all buses be equipped with radios, so pupils may receive educational and recreational school broadcasts.

Seven old settees owned by the *Keene, N. H.,* school department promise to bring the department an unusual profit. When Superintendent Lawrence O. Thompson obtained permission to sell the century-old furniture, scores of people began to show interest. After a hasty consultation with experts, the school department discovered that it was the proud owner of the best collection of antique benches in New England and possibly in the country.

An "electric eye," latest gadget to relieve busy school teachers of one of their tasks, has been installed at the Joshua Eaton School in *Reading, Massachusetts.* Teachers no longer bother with switching classroom lights on or off. The "eye" takes care of this whether it's cloudy or sunny. The "eye" gauges the amount of illumination and causes lights throughout the school to switch on or off automatically. Photo-electric controls, developed by engineers of the General Electric Company, are located in one room which controls lights in all other rooms.

Campus marriages are here to stay despite the thinning ranks of GI students, reports Prof. Esther Anson of *Michigan State College.* Miss Anson, who doubles as faculty advisor to student wives, says returning veterans were so successful in mixing books and baby bottles that their younger brothers are following suit.

That ancient adding machine, the abacus, is being used by the *New York City* public schools in their search for modern methods to make mathematics more real to youngsters. Following such everyday experiences with figures as setting six places for a table or counting sides for a game, pupils work with coins, disks, the abacus and other materials, before going on to learn how to think a problem through.

Pupils at the John Ward Elementary School in *Newton, Mass.,* enjoy the help of experts, teachers and interested parents in acquiring an appreciation of good music. But they take special pleasure in hearing Walter Cooper, the school custodian, who has a fine voice and occasionally contributes a solo or two to the morning's assembly program.

At *Bayside, New York,* High School, a course in gardening is being offered as an elective to students who have completed a year of General Science. Boys and girls in this suburban area get experience with lawn problems and with the selection and care of suitable plants for indoor and outdoor enjoyment. The adjoining park, the school grounds, and the tree-lined streets near the school are the territory for outdoor lessons. Early graduates of the course who have since helped gardeners and florists feel that the course has vocational as well as avocational value.

The combination of marriage and education triumphed in *Mt. Morris, Michigan,* after a high school students' strike and a noisy four-hour meeting of parents, faculty and pupils. Sixty high school pupils paraded around the school with placards protesting an order allegedly barring five brides from attending classes. After much angry debate, the girls received permission to go to school if they wanted to.

Mothers, fathers and children all attended classes at *Rockford College,* Rockford, Ill., this summer. While the youngsters were being cared for in a typical program of handicrafts and recreations, parents discussed questions and problems relating to the children's upbringing.

Your Textbook Reporter

Shop Mathematics

Arithmetic, algebra and factual geometry are given rather specialized treatment in *General Mathematics for the Shop*. There are, as you know, mathematics texts for the shoppers, consumer arithmetics that present principles and exercises for selected purposes. The text we are examining here is also selective, but it has to do with measurements and calculations encountered in working wood or metal, tinkering with electric appliances or pulleys, building a house. We are astonished at the range of problems occurring in this area, and at the amount of mathematics drawn upon.

The pupil, presumably in high school, meets everything from common fractions to the volumes of geometric solids as he studies the things he is to make with his hands. Toward the end of the course, the costs of building materials and the units in which they are bought are gathered together for the benefit of the amateur.

The book is typographically pleasing and seems well planned throughout. It should sharpen the mental tools required to make the manual ones effective.

GENERAL MATHEMATICS FOR THE SHOP. Nelson and others. Houghton Mifflin Company, Boston.

American Government Today

A civics text written on modern lines is this *American Government Today*. To say it aims at enabling pupils to understand the structure and functions of government from the local to the national level is merely to repeat what every text in this field undertakes to do. All of them also try to make good citizens. The difference is mainly in method. Here the authors have adopted the device of introducing each chapter with a story about some incident closely related to the life of the school. These opening stories are vividly told and really have pertinence. For example, a football game develops into a free-for-all fight, which causes the student council to take action, only to learn that the board of education has power to override such action. This brings up the question of legislative bodies and their respective authorities. The treatment of representative government that follows is lively and human.

There is an evident attempt throughout the book not to slop over in praising our system, yet to create a clear sense of their inherent values and their basic principles and concepts.

The book contains a variety of study helps, problems for discussion, things to do, references to consult. It is intended for use in senior high schools, and it appears to hit the mark as if written by those who know their young people.

AMERICAN GOVERNMENT TODAY. Fincher, Ferguson and McHenry. McGraw-Hill Book Company, New York. $3.20.

Current Thinking

Stimulating material for the college freshman is contained in this reader. The fact that the selections are recent and in most instances deal with topics within the range of the ordinary youth, renders them especially useful. Teachers' colleges will find one entire section devoted to educational matters —something about which each student probably has a few ideas of his own.

But the authors have not confined themselves to gathering and presenting typical modern essays and other examples of well-written pieces. They have given much intelligent attention to the development of exercises that suggest topics for thought and composition, elements of style, discriminating choice of words, and a wide variety of points calculated to sharpen the wits and improve the literary attempts of the learner.

Sixty selections are grouped under headings designed to provoke the student to thoughtful reaction. A second table of contents indicates to the teacher where certain essentials of the instructional program are best illustrated.

CURRENT THINKING AND WRITING, Second Series. Bachelor, Henry and Salisbury. Appleton-Century-Crofts, Inc., New York. $2.65.

Modern French

Five years' use of *French for the Modern World*, Books I and II, has led to the present revised editions, though with only minor changes. The aim of the books has always been to render the study of French less formal, more human and functional. With this in mind, the authors have omitted any long introductory section on pronunciation, preferring to have this taught progressively by casual statements and by imitation of the teacher.

Book I is largely drawn from samples of French expressions frequently met in English. The approach in general is slower than in many texts and more closely related to the pupil's opportunities to observe and listen. Syntax is treated sparingly in the first book, more fully in the second. Throughout both there is the evident endeavor to acquaint the student with French customs and ideas differing from our own, and more and more with the contributions of French culture to present-day civilization. The needs of the high school pupil who will not attend college have been kept in view. Yet by the time the second course has been covered, the customary two years of pre-college French should have been covered. The student, meanwhile, will not be asking what all this has to do with him or with the life around him. He will see the relationship constantly.

FRENCH FOR THE MODERN WORLD, Books One and Two. Dondo and others. Harcourt, Brace and Company, New York. $2.28, $2.60.

Stories Near and Far

"A book essentially for children" is the publisher's phrase for *Stories from Near and Far*. Yesterday's and today's writers of juvenile literature are represented in a galaxy of authors which includes Will James, Alice Dagliesh, Berta and Elmer Haden, Robert Frost, Elizabeth Maddox Roberts and Howard Pyle. While these names may do much to "sell" the book to adults, illustrations in black and white and full color will probably do more toward winning over the young reader.

Teachers will want to know that this is the first book of the Reading Today Series for grades four to nine; that vocabulary is based on standard word lists; that the authors are reading experts who have daily contact with children. The accompanying teachers' manual covers every phase of the developmental reading program.

STORIES FROM NEAR AND FAR. Orr, Holston and others. Charles Scribner's Sons, New York. $2.20.

America Reads

Good Times through Literature, ninth grade anthology from the new America Reads Series, takes the young wriggler through ten units centering around adventure, everyday experience, heroes, family life, humor, the legendary past, world neighbors, the oudoor world, animals, and songs, ballads and poems. The authors represented range from such standbys as Poe, Pease and Doyle to John Hersey and F. P. A. While a selection from David Copperfield is included, Agnes and all that is related to her are omitted, praise be! Classroom tested questions, a program for vocabulary building and author's craft sections are incorporated in the text. Lesson plans, suggestions for reteaching skills and for extending reading interests are offered in a separate Guidebook. *Think It Through* books for the pupils take care of many diagnostic problems.

When so much has been done to make literature palatable to adolescent appetites, one hesitates to quibble. However, we have yet to see the ninth grade boy who would let captions like "The Singing Heart" pass unchallenged. Fortunately the editors have had few such lapses.

GOOD TIMES THROUGH LITERATURE. Pooley, Poley and others. Scott, Foresman and Company, Chicago.

A Toosey Primer

The Toosey family wants to go to the city to buy something for Tiny's birthday. What with Mrs. Toosey's talent for dropping and losing things, Tiny's gift for disappearing at the wrong moment, and a general rather endearing tendency on everybody's part to get confused, their progress is rather like that of the Peterkins with no lady from Philadelphia to help out. The accidents that happen are almost possible, however, and the outcome of Tiny Toosey's birthday is satisfactorily happy,

Mary Stevens' illustrations for this supplementary reader at the primer level are both humorous and appealing.

TINY TOOSEY'S BIRTHDAY. Mabel G. LaRue. Houghton Mifflin Company, Boston. $1.32.

Language Arts in the Elementary Schools

A second title for this text for teachers might well be "All About Languages," since linguistic origins and the preschool, nursery school and kindergarten phases of languages development are covered, in addition to *The Language Arts in Elementary Schools*. Such skills as listening, reading and writing share the honors with oral language, nor are dramatics and vocabulary building neglected.

The author's sensible approach to form, grammar and punctuation, combined with her firm knowledge of the child's psychological development make for a sound communications program. The problems of deviates are helpfully analyzed, though now that the old emphasis on adult standards has given way to goals based on children's needs and interests, there should be fewer of these communication cripples.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOLS. Ruth G. Strickland. D. C. Heath and Company, Boston. $3.75.

Man's Story

This new high school text is subtitled "World History In Its Geographic Setting." But it is more than that.

Those of us who studied history in an earlier tradition came to regard it as a chronological record of outstanding events of civilizations important to know about because of our heritage from them. We gave little thought to the question of progress or retrogression. In *Man's Story*, old material has been restated in the light of modern values. The narrative is clearly written, reminding one of murals painted with a bold stroke, rather than the fine detailing of, say, a Breughel landscape. There is evident effort to promote understanding of what is significant, to preserve perspective. At the outset, the student is asked to measure the culture of an epoch not merely by material yardsticks, but also by social conditions, respect for political rights and the dignity of the individual, advancement of science and the fine arts, and level of the mind and spirit. Are we moving toward a civilization that is fitted to survive and flourish or toward one that will destroy itself? A geographic history, no doubt, but also ethical and vital.

The illustrations, many in full color, are as superior as the text itself. Whether the book presupposes a higher-than-average intelligence on the part of the young reader may have to be determined by classroom experience. Those capable of falling under the spell of *Man's Story* should profit greatly.

MAN'S STORY. T. Walter Wallbank. Scott, Foresman and Company, Chicago.

ALSO RECEIVED

All Teachers Can Teach Reading. 1951 Yearbook, New Jersey Secondary School Teachers Association.

Appreciating Literature, Interpreting Literature, Understanding Literature. Cross and others. Macmillan Company, New York. Revised edition of the Literature series of anthologies.

Atomic Energy in War and Peace. Burr Leyson. E. P. Dutton and Company, New York. $3.75. Illustrated text for laymen.

Books for You. National Council of Teachers of English, Chicago. $.40. Reading list for teen-agers.

Current Thinking and Writing, Second Series. Bachelor, Henry and Salisbury. Appleton-Century-Crofts, New York. Freshman English college text.

Fundamentals of Speaking. Gilman, Aly and Reid. Macmillan Company, New York. $4.00. Text for the college student.

Harvey Firestone. Alfred Lief. McGraw-Hill Book Company, New York. $3.00. Biography with a foreword by Allan Nevins.

How to Speak and Write Effective English. Edward F. Allen. World Publishing Company, Cleveland. $1.75. Layman's text.

Lay Advisory Committees. American Association of School Administrators, Washington $.40.

Public School Finance. Mort and Reusser. McGraw-Hill Book Company, New York. New second edition.

Race and Psychology. Otto Klineberg. UNESCO, New York.

Remedial English. Guiler and Henry. Ginn and Company. $1.60. Revised edition of workbook.

Security and Freedom, The Great Challenge. American Civil Liberties Union, New York.

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